

Reading Teaching Toolkit



		EYFS/Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to unknown vocabulary	Pupil commitment	Adult models uncertainty over unfamiliar words and desire to establish meaning.	Pupils interrupt reading to express that they do not understand word meaning. Introduce how to use a glossary.	Pupils make a note of vocabulary that is not understood and look up or ask peer or adult. Note on Reading WW so that adult can refer back to. Pupils to list unknown vocab from home reading text and proactively discover meaning.	Some opportunities to use a dictionary to identify the meaning of unknown vocabulary. May also use 'Word Hippo'. Class compilation of new and exciting vocabulary (populated by staff and pupils)	Create a visual chart/celebration of unknown vocabulary from pupils' home reading texts. Onus on pupils to explore and determine word meaning for themselves.	
	Strategies	Provide opportunities to explore some unfamiliar vocabulary ahead of reading a text. Teach children to speculate in the moment about the meaning, "I wonder..." Teacher to model how to check if the suggested meaning makes sense in that context. Use props to exemplify unfamiliar nouns or verbs, (may need to prepare in advance).	Use picture banks to exemplify key vocabulary ahead of or during reading. Model how to use the proceeding or subsequent sentences to suggest word meaning.	Deconstruct unknown vocabulary to see if root word can help. Propose word meaning and check if this would fit the sentence/context. Practise re-reading a sentence and reading on. Discuss what we know and what we think. Continue reading and refer back, where appropriate.	Identify derivatives through teacher questioning e.g. 'Robert had been a pharmacist for five years.' Which word tells you Robert's job? Is there another word that sounds similar to the word pharmacist? (pharmacy) Use opportunities to expose children to other related terms e.g. pharmaceuticals. Pupils pro-actively re-read surrounding sentences to develop a sensible inference of unknown word.	Decide on the word class. Judge if the meaning is central to understanding what is being said e.g. mantle clock or coffee table versus forbidden doorway. May need to read on to judge. Use synonyms and antonyms to try to work out the meaning of the word.	Expose pupils to figurative language and explore how to interpret using either what is stated or the surrounding context.

Visualisation	<i>Mind's eye</i>	<p>Games to encourage children to mentally picture familiar things - e.g. close your eyes and picture your bedroom – what is next to your bed?</p>	<p>Provide children with opportunities to close their eyes and picture a scene whilst the teacher reads aloud a section of text. Probe children, can you picture the flowers next to the gate?</p> <p>Display 2 alternative images for the children to choose from that represent something from the story – which matches more closely?</p>	<p>Provide visual representations which are more realistic than children may have previously seen, e.g. a photograph/video of a hot air balloon. Consider this prior to reading the text.</p> <p>Use video extracts (after reading) to help children visualise a certain scene, e.g. phoenix from Harry Potter or a storm clip.</p>	<p>Create a visual representation, e.g. afford time for children to draw what they picture as they read. Build children's confidence as drawing could be a barrier.</p>	<p>Explore shades of meaning e.g. picture a person who is scared 'v' a person who is terrified.</p> <p>Comment on visuals they see e.g. related imagery or videos linked to theme. Link their comments back to the text itself.</p>	<p>Consider that the author 'paints a picture' but the detail and precision are subjective to the reader and allow for personal interpretation. Teach children to appreciate this.</p>
	<i>Role play</i>	<p>Act out what they have read, e.g. a scene or a specific word.</p> <p>Learn to freeze frame.</p> <p>Teachers to model 'hot-seating' in role.</p> <p>Adult modelled role-play e.g. teacher and TA, to give a good quality example.</p>	<p>Freeze frame focusing on facial expressions and body language.</p> <p>'Thought tracking' – children may be tapped on the shoulder during the freeze frame. They should reveal their thoughts in character.</p>	<p>Act out the details of what has actually happened. This could be to portray the literal sequence of events or a piece of character dialogue. Allow time for role play to be rehearsed. As this develops, so will their understanding.</p>	<p>Act out the details of what has been implied e.g. to give an impression (inference) of the mood or motives of the character. Allow time for role play to be rehearsed. As this develops, so will their understanding.</p>	<p>Use 'conscience alley' to explore both sides of a character's conscience.</p> <p>Have an informal debate, where pupils move from one side of the room to another depending on their viewpoint.</p>	<p>Act out a court scene or another significant situation that has arisen. Look for moments of crisis, disagreement, morals or unanswered questions as a starting point.</p>

Graphic		Draw what they have read. This could be where the story is set or the character's face.	Draw a character and label their appearance on the outside and their personality on the inside. Story map the events.	Draw a picture or use a graphic and label it with words from the text.	Draw a flow chart or diagram then use it to explain the process or event. Draw an emotions graph – annotate with events Summary pathway	Re-present information from a text graphically. Add labels by quoting or paraphrasing. Pause & predict – Rewind and reflect	
Skimming, scanning and reading closely	<p><i>'Read closely' means to read the sentences in full. Slower pace, deliberation, re-reading certain sentences.</i></p> <p><i>Retrieval techniques: 'Skim' means to read quickly to get a general idea of each paragraph's content.</i></p> <p><i>'Scan' means to read across to find specific information, such as a date or a name.</i></p>	<p>Skim read to gain an overview of a page by focusing on significant parts – names, captions, titles.</p> <p>Introduced to scanning within a single sentence to find a specific word e.g. The man ate his sandwich and drank his tea. Find the word that tells us what he has eaten.</p>	<p>Speculate about the meaning of a section of a page by skim-reading title, contents pg, illustrations and headings.</p> <p>Introduce scanning within a short paragraph.</p> <p>Shared work skimming through paragraphs to locate point in text ahead of scanning.</p> <p>Scan pages to find specific information using key words, phrases, headings.</p> <p>Read sections of a text more carefully now to answer a specific question.</p>	<p>Scan opening sentence of each paragraph to get an overview of a page or section of text.</p> <p>Skim and scan contents, index and pages to locate specific information accurately.</p>	<p>Skim read a short text or a chapter to get an overview of it, scan for key words, phrases and headings.</p> <p>Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise.</p> <p>Identify sections of a text that they need to read or re-read closely in order to find specific information or answer a question.</p>	<p>Locate information accurately through skimming to gain an overall sense of a text e.g. 'The first paragraph seems to talk about healthy eating, the second talks about vitamins and the third ideas for recipes.' Continue by scanning to find specific information e.g. which vitamin is most common in green vegetables?</p>	<p>Evaluate the text for an identified purpose, drawing on information acquired by skimming and scanning e.g. Has the author provided us with detailed information on how the fire started?</p> <p>Skim two texts on the same theme and give an initial review of which contains more detailed/valuable information.</p>

Text Marking	<p><i>(Relies on using a photocopy of text)</i></p> <p><i>Underline key words in each question</i></p> <p><i>Highlight unknown vocabulary in text in yellow</i></p> <p><i>Highlight in green any text linked to questions (after reading Qs)</i></p>	<p>Adult to model underlining the key word/s in a question e.g. How <u>old</u> is <u>Sam</u>?</p>	<p>Children to underline the key word/s in a question.</p> <p>Highlight key information in text if specifically linked to a question (in green)</p> <p>Highlight unknown/unfamiliar words in yellow.</p>	<p>Introduce to using a single word or heading to summarise a paragraph (used later to effectively skim).</p> <p>Identify the gist of a text by underlining key information (helpful for a later summary)</p>	<p>Use a single word or heading to summarise a paragraph (used later to effectively skim).</p> <p>Mark a text by adding words, headings, notes where helpful. Make a simple summary every 2-3 paragraphs.</p>	<p>Mark a text with what they think is significant to understanding characters, events, ideas or an authors' point of view or use of language.</p>	
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